



Montana Office of Public Instruction
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In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies Grades 7/8

Topic 21 - Passports Required - Major Issue for the Blackfeet Nation of Montana

Stage 1 Desired Results

Established Goals:

Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments. [GLE 9-12.2.4]

Understandings:

The Blackfeet Nation has its own requirements for citizenship. [EU 7]

Tribal sovereignty ensures the right to negotiate with other governments.[EU 7]

Like all other Indian nations, the Blackfeet Nation negotiates with other nations as needed (in this case, Canada). [EU 4,5,7]

The Southern Piegan band of Blackfeet at Browning, and the Blood and the Siksika bands of Alberta have met to create a tribal passport in order to comply with new U.S. federal law on passports. [EU 5,7]

U.S. Immigration and Canadian officials must sign on to the idea. [EU 7]

The Jay Treaty of 1794 (U.S.) appears to cover the situation. [EU 5,7]

Essential Questions:

Why is the Blackfeet Nation creating its own, unique passport for Blackfeet citizens?

What explains the need for the passport?

Why does the passport matter to the Blackfeet? To U.S. immigration officials? To Border Patrol officials? To Canadian government officials?

Why is this connected to the Jay Treaty of 1794?

What is the impact of a Blackfeet passport on Blackfeet Nation citizens? Blackfeet Confederacy members? U.S. government? Canadian government?

Students will be able to...

Research/review Blackfeet Treaties, the Blackfeet Confederacy, new (2008) passport requirements, as needed for class discussion and class work.

Analyze and evaluate the new passport requirements and their effects on the Blackfeet Nation.

Students will know...

Sovereignty rights of the Blackfeet Nation.

Blackfeet Nation citizenship requirements.

Types of relationships which the Blackfeet Nation has with the U.S. government and with foreign nations.

<p>Determine the impact of the new federal passport requirements on Blackfeet citizens.</p>	<p>How major federal policies and practices about passports presently impact the Blackfeet Nation and its citizens (prior to January 2008).</p> <p>How the Jay Treaty of 1794 affects Blackfeet tribal rights.</p> <p>How and why the new passport requirements influence and impact Blackfeet Confederacy members.</p> <p>How the new passport requirements affect U.S. and Montana citizens in general.</p>
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Stage 2 Assessment Evidence

Performance Tasks:

Complete all research and class discussion/work tasks, whether working in a group or individually.

Summarize Blackfeet citizenship requirements.



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Stage 3 Learning Plan

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results?

W= help students know where the unit is going and what is expected?

H= hook all students and hold their interest?

E= Equip students, help them experience the key ideas and explore the issues?

1. Provide students with the worksheet (attached), and a copy of the relevant treaties/information on Blackfeet sovereignty (available at OPI website).
2. Read the brief news article to students, and briefly engage them in a discussion about *sovereignty*, *Blackfeet citizenship requirements*, *Blackfeet Nation rights*, and *U.S. passport requirements*(available online).
3. **Teacher talking points need to include:** tribal sovereignty rights in general, Blackfeet sovereignty rights in particular, Blackfeet citizenship requirements, information (brief) about the Blackfoot Confederacy, passport requirements for U.S. citizens, and background on why passport rules are changing.

R= Provide opportunities to rethink and revise their understandings and work?

E= Allow students to evaluate their work and its implications?

4. Students should be able to summarize (written) the requirements for Blackfeet Nation citizenship, and the rights conveyed by Blackfeet citizenship. [small group work]
5. Students should be able to examine the effect of a Blackfeet Confederacy passport on a Southern Piegan (Blackfeet) citizen. [small group work]
6. Students should be able to discuss the implications and ramifications of a Blackfeet Confederacy passport. [group discussion, group synthesis of ideas]

T= Be tailored (personalized) to the different needs, interests, and abilities of learners?

7. Students who are not able to complete all of the assignment (for example, a student with an IEP) may participate with the larger group based on their different needs and abilities.

O= Be organized to maximize initial and sustained engagement as well as effective learning?

1. This particular lesson may take 5 days (50-minute periods). Discussion and frequent active rethinking should keep student engagement and learning high.

Materials/Resources Needed:

1. Student Worksheet (attached).
2. Blackfeet Treaties (see OPI site - treaties with emphasis on sovereignty issues).
<http://www.opi.mt.gov/IndianEd/Index.html>
<http://www.trailtribes.org/greatfalls/making-treaties.htm>
3. Blackfoot Confederacy information.
4. Jay Treaty of 1794 provisions. <http://odur.let.rug.nl/~usa/D/1776-1800/foreignpolicy/jay.htm>
5. U.S. Passport requirements pre-2008; new passport requirements beginning January 2008.

Name _____

PASSPORTS FOR BLACKFEET CITIZENS

By the end of this lesson, I should know...

1. Sovereignty rights of the Blackfeet Nation.
2. Blackfeet Nation citizenship requirements.
3. Types of relationships which the Blackfeet Nation has with the U.S. government and with foreign nations.
4. How major federal policies and practices about passports presently impact the Blackfeet Nation and its citizens (prior to January 2008).
5. How the Jay Treaty of 1794 affects Blackfeet tribal rights.
6. How and why the new passport requirements influence and impact Blackfeet Confederacy members.
7. How the new passport requirements affect U.S. and Montana citizens in general.
8. I will be able to relate the concept of tribal sovereignty to the unique powers of the Blackfeet tribal government as it interacts with local, state, and federal governments, and other nations.

Read the on-line article, Blackfoot Confederacy moves to implement its own passport, which appeared in the *Glacier Reporter*, May 30, 2007.

http://www.goldentrianglenews.com/articles/2007/05/30/glacier_reporter/news/news6.txt

1. Why is the new federal law requiring official government passports beginning 2008 a cause of concern for the Blackfeet Confederacy? For the Blackfeet Nation at Browning, Montana?
2. Where and when could the tribal passport be used?
3. What powers of negotiation does the Blackfeet Nation have with the U.S. Government? With Canada? Why?
4. What are some issues that you think could occur for the Blackfeet Nation as a result of this new federal law? For Blackfeet Confederacy members?
5. Why does the Jay Treaty of 1794 appear to apply in this situation?